DOCUMENT RESUME

ED 101 039 UD 014 731

TITLE	First Annual Report of the Temple University Neighborhood Extension Program.
INSTITUTION	Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.
BUREAU NO	V-324086
PUB DATE	72
GRANT	OEG-3-72-0076
NOTE	20p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Academic Achievement; *Adult Basic Education; Adult Education Programs; Annual Reports; Equivalency Tests; *Extension Education; High Schools; Neighborhood; Poverty Programs; Program Evaluation; Urban Education; Urban Extension; *Urban Universities
IDENTIFIERS	*Pennsylvania; Philadelphia

ABSTRACT

The Temple University Neighborhood Extension Program (TUNE) got its start during a series of discussions among representatives of Temple University, the Model Cities Program, and the neighborhoods surrounding the university's North Philadelphia campus. The most complex problem identified during these meetings was the cycle of poverty in which many low income residents were mired. An important aspect of this destructive cycle was the lack of education. Funded by the Division of Adult Education Programs, U.S. Office of Education, the primary purposes of TUNE are: (1) to develop a new concept of adult basic education at inner city neighborhood locations, making use of close ties with community organizations to recruit more effectively, and to utilize the services of residents as paraprofessional aides within the program; (2) to develop program offerings around the expressed needs and interests of participants--establish a network of service agencies already active among the target populations to which TUNE students could be referred for help with social problems which would affect attendance of the student and the achievement of the equivalency high school diploma; (3) identify next-step opportunities for TUNE students achieving their diplomas and provide the mechanism to effect the transition from TUNE program classes to those next-step opportunities. (Author/JM)

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first annual report of

the Temple University Neighborhood Extension Program

a special project of the Division of Adult Education Programs
U.S. Office of Education, Department of Health, Education and Welfare.

UD 011781

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Grant Number OEG 3-72-0076
Project Number V 324086

administered through the Division of Vocational Education. Adult Continuing Education Program. College of Education Temple University.

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Origins

The Temple University Neighborhood Extension Program (TUNE) got its start during a series of discussions among representatives of Temple University, the Model Cities Program and the neighborhoods surrounding the university's main Philadelphia campus. The most important problem identified during these meetings was the high level of poverty in which many North Philadelphia residents were mired. An important contributing destructive force was the lack of [illegible] specifically identified as lack of a high school diploma.

Almost without exception TUNE found that its prospective students themselves acknowledged that their educational shortcomings were directly related to their inability to get and keep a decent job and economic as well as social self-sufficiency. This problem was viewed as one in which the combined resources of Temple University, Model Cities and the neighborhood could make the most impact providing adequate financial resources could be marshalled.

A proposal was drafted and submitted to the Division of Adult Education Programs U.S. Office of Education. This proposal was funded as of July 1, 1972 in the amount of $111,056 with an additional $25,000 from Model Cities sources.

The TUNE program became part of the university's Adult Continuing Education Program of the College of Education established at the same time. The director of the Adult Continuing Education Program became TUNE's principal investigating officer.

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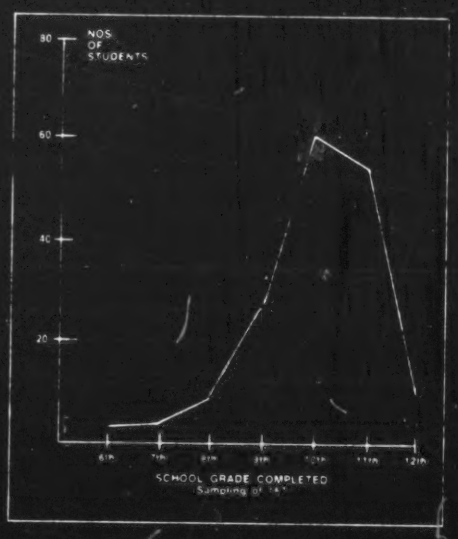

Initial Stages

Staffing

The project director was hired in mid-August 1972. By November, nine additional staff members had been hired and trained in the areas of recruitment, communications, administrative services, counseling and instruction. As the program expanded, additional staff was hired and by May 30, 1973, there were 15 parttime and seven fulltime employees.

Site

The first TUNE center had to be moved four times before quarters suitable for program needs were located. These needs were fourfold: (1) it had to be accessible and attractive to potential students; (2) it had to be accessible to public transportation; (3) minimal renovations required because of budget restrictions; and (4) it had to be suitable for administrative, counseling and instruction purposes.

Implementation Stage

Recruitment

TUNE employed two fulltime recruiters to identify and assess various target communities and devise recruitment strategies and materials. The recruitment coordinator had previous experience in recruiting inner city residents for adult education programs; both were inner city residents and familiar with the problems and concerns weighing on the minds of the target population.

The first cadre of TUNE students were recruited by going door to door in an inner city

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Do you receive public assistance?
Yes = 253 (49%)
(516 responses)
Yes = 148 (48%)
(Responses from 306 most active students)

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housing development. These initial contacts were highly personal and straightforward and based on feedback from the residents very effective. During the abbreviated program year January to June, TUNE recruited 669 adults.

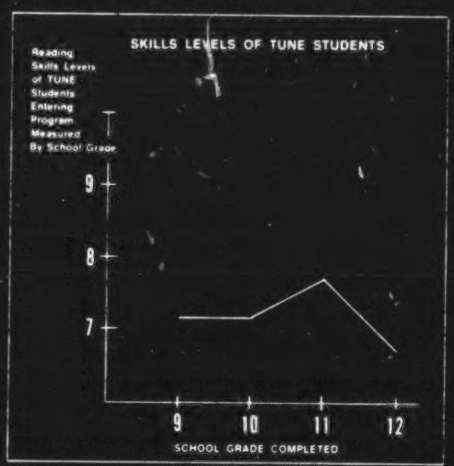
Orientation

This phase of the TUNE program includes personal counseling, a three-hour first-step orientation (New Enrollee Orientation) and two-week FOCUS classes to prepare the students for class work and reacclimate them to an academic setting. Each will be briefly described.

A new recruit's first step in the TUNE program is the NEO session (New Enrollee Orientation), a three-hour one-night meeting conducted by the recruitment coordinator. At these meetings students are told what program goals are, what TUNE can and cannot do for them, and the class options open to them if they want to enroll.

Those students choosing to proceed are then enrolled in two-week FOCUS classes held four nights each week for three hours each evening. In FOCUS students are acclimated to their new instructional atmosphere, the techniques and materials used, and they brush up on study skills and test taking techniques. The last days of FOCUS are used to test students to measure their attained achievements in arithmetic, reading and language skills. Each student then meets with an instructor for an analysis of test results and the student is assigned to the class that will best suit his needs.

While in FOCUS, the student is introduced to the TUNE counseling service. Each new stu-



dent is interviewed by a counselor who assists the student in establishing classroom and next-step goals and in identifying potentially needed referral services. The student is then assigned to regular classes.

Instruction

As of May 30, 1973, the TUNE instructional staff consisted of 13 parttime instructors and a fulltime coordinator. The coordinator's duties included selection of the appropriate classroom materials; development of instructional guides in math, reading comprehension and language arts; and general supervision and training of the instructional team. To provide the best possible instructional guidance to students, several instructional techniques were employed. These included large group classes, small group classes, individualized study programs and one-to-one tutorials. Often, two or more of these techniques were combined in various ways to determine the best combination for the student.

Eventually, through experimentation, an instructional design evolved that incorporated six-week classroom periods alternating with one-week testing and evaluation intervals before the start of the next six-week cycle. The goal of the cycle is to move the student along effectively and efficiently toward the GED goal by offering frequent reflections of achievement that encourage and reinforce student commitment to the GED goal. To many students, especially inner city residents, the GED is, at first, thought to be unattainable. Personal histories of defeat, frustration, and alienation compound this view. To counteract these perceptions and reinforce the student's motivation, frequent

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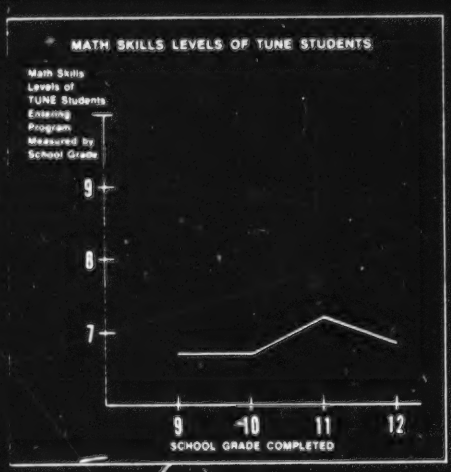

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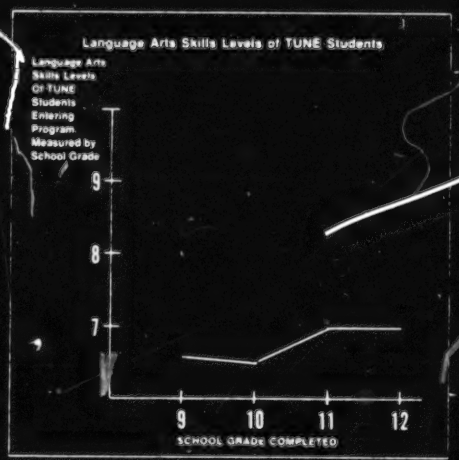
progress determinations are made not only during the one-week break between class cycles, but also during the class sessions. After each six-week cycle (CLC or Concentrated Learning Cycle) students are tested in study areas corresponding to the divisions of the GED test itself. The instructor then recommends the student take any or all parts of the GED test which may be taken part by part (there are five sections in the GED). Based on GED test results, the students are then recycled into selected instruction areas of the next CLC. Those students not attaining recommended levels of achievement are also recycled into the next CLC and are made aware of areas which have improved over the previous CLC. The instructional design provides each student with a fast and accurate assessment of progress toward the GED goal. The design also provides the instructional staff with feedback, or diagnostic information useful both for determining instructional emphasis in subsequent CLC cycles and for modification of instructional styles and techniques.

Besides GED instruction, two other classes were established after a recruiter survey found interest in these classes very high.

A career orientation class was established in February, 1973. It offered students information on training opportunities leading toward various career clusters. Reaction from participants was mixed. Many were interested in only one area and grew impatient as various career areas were discussed. Those seeking specific information about selected careers were referred to TUNE counselors for further exploration and clarification.



The second class requested by students was typing and general office procedures. In this area, TUNE received an invaluable assist from the IBM Corporation in Philadelphia in the form of a no-cost lease for one year of 15 electric typewriters. Typing classes were divided into two sections—beginners and advanced. Materials appropriate to the reading and comprehension levels of TUNE students were difficult to obtain. Sophisticated audio-visual aids that would have been much more appropriate were too expensive and beyond program resources. Nonetheless, more than 45 students participated in this class.

Counseling

The counseling component was staffed with one fulltime coordinator and four parttime counselors, with three of the counselors joining the program in April, 1973. The counselors interviewed all but 100 of the 669 persons recruited.

The major task of counselors in TUNE was to help students solve problems that would otherwise become obstacles to regular class attendance and assist students in career planning. In all, 232 students were referred to the services of 37 agencies during the year.

Among the student population, 78.5 per cent had never before used services such as TUNE because they did not know of their availability. Therefore, the counselor's first function was an explanatory one. The small size of staff limited many counselor-student contacts solely to that function.

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Average weekly attendance for all 25 weeks classes were in operation

204

Average weekly attendance last 12 weeks of classes

267

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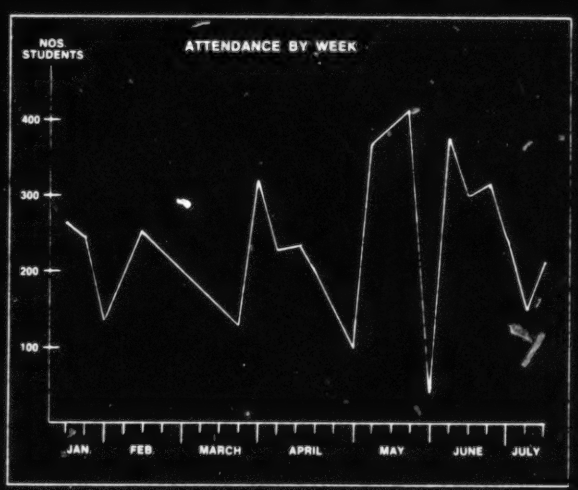

Considerable time was consumed in coping with a watchdog syndrome not uncommon in agencies active among the disadvantaged. This syndrome, for example, manifested itself most severely in a single request that required 11 extensive discussions with varying levels of personnel within the local department of public assistance so that one TUNE student could receive carfare to class.

The counseling component faced a double strain on its resources. The student referral function had to be complimented by parallel efforts to solicit the services necessary to meet student needs. Shrinking public funding for such services makes this search for available services a continuing one.

Of particular note is the fact that 52 per cent of TUNE students reportedly had previous knowledge that the many referral sources were available, but did not know where they were located, or how to secure these services for themselves. The referral function was further obscured by the lack of communication between the disadvantaged adult and service agencies. Only 11 per cent of those who had used the available services were satisfied with the delivery of those services.

Retention

As indicated earlier, 669 students were recruited by TUNE during its first year. The recruitment goal established for the year was 200.

Of the 669 recruited, 144 never moved into the instructional phase. Another 97 attended a maximum of four class sessions before lapsing from the program. An additional 59 attended a maximum of nine class sessions before lapsing from the program.

Thus 300 students found TUNE unsuited to their circumstances. Of the remaining 369 students 153 remained on current active lists i.e. they attended at least one classroom session within the reporting date required of this document (July 15 1973).

The official retention rate therefore is 41 per cent for the first program year (153 being 41 per cent of 369). While far from ideal the 41 per cent retention rate is a positive program indicator. Another positive indicator was the slow but steady climb in average monthly attendance. Among the several factors that may have accounted for this increase was the utilization of a number of work-study students—Temple University undergraduates who were assigned as tutors for individual students. Another influencing factor was the arrival during April and May of most of the instructional materials requested. Throughout materials and techniques had to be revised to meet the needs of TUNE students.

Reflection Stage

The experiences gained during the 1972-1973 program year provided the basis for several observations on the accomplishments problems encountered and new directions and emphasis for subsequent program years.

Recruitment

In the area of recruitment these observations seem appropriate:

1. Inner city disadvantaged adults are vitally interested in improving their economic status which can affect their personal familial and social well-being.

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Average age of student
26 years

Median age of students
24 years

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Are you employed?

Yes = 153

No = 336 (68%)

Housewives = 22

2. Inner city disadvantaged adults are vitally interested in furthering their education, especially those who lack a high school diploma and view the GED as a stepping stone to greater opportunity through occupational training and or a college education.
3. Inner city adults can be recruited to an educational program that offers both instruction leading to the GED and supportive counseling which contains referral capability and information on next-step educational and training opportunities.
4. Personal recruitment techniques are essential in the early stages of an education program similar to TUNE. Thereafter, mass media efforts coupled with current student referrals, cooperating social service referrals and a quality program tend to provide an ongoing flow of students.

Retention

In the area of retention, these observations seem appropriate.

1. Inner city adults will maintain a commitment to their goals of passing the GED if pressing personal problems can be dealt with within the capability of the program and its referral sources.
2. Some inner city adults, once recruited, will withhold a commitment to the instructional phase for any number of reasons.
3. Some inner city adults will initially commit a large number of evenings to an instructional program only to find that the commitment is unrealistic in terms of time.

effort or other personal or family responsibilities.

4. Extensive counseling capability is required to provide adult students with opportunities to explore alternatives in reaching their varied goals.
5. Counseling capability must be viewed as a partner, co-equal with instruction, in any education program trying to reach adults. Adequate opportunity must be made available to adults to utilize this vital service.
6. Explicit follow-up arrangements for adults unable to maintain regular attendance patterns are essential for the adult to progress toward stated educational objectives.
7. Follow-up plans can often bridge the gap between needed social services (areas which preclude or limit movement toward the stated educational goal) and the means of obtaining these services through TUNE's counseling component.

Instruction

In the area of instruction, these observations seem appropriate.

1. Educational programs for disadvantaged adults, particularly during the initial start-up phase, require time and effort to effect innovative instructional systems. This is particularly true for demonstration projects which propose new instructional approaches.
2. Heavy reliance on a parttime instructional staff to accomplish selected tasks on a rigid time schedule is unrealistic.

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No. of males contacted of 669
250 or 37%

No. males among 130 most active students
46 or 35%

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How Far Did TUNE Students Go In School?

GRADE COMPLETED	NO. STUDENTS FINISHING GRADE	% STUDENTS FINISHING GRADE
6th and below	4	1%
7th	10	3%
8th	16	5%
9th	59	18%
10th	95	29%
11th	122	37%
12th	19	6%

3 Coordination of an instructional program such as TUNE s requires the competence of a curriculum specialist and a skilled supervisor (manager).

4 The movement by inner city adult students from their recruitment to passing of the GED examination requires frequent progress check-points toward achieving that goal.

5 Progress toward the GED goal must be known to both the student and the instructional staff.

6 Acute perception must be practiced by the instructional staff to identify early signs of difficulties which will affect attendance, full attention to the instructional objectives, or the level of student motivation.

7 Full cooperation and coordination are needed between the instructional and counseling staffs to provide the most valuable learning experience needed at the time the adult needs it—be it counseling, social interaction or instruction.

8 Ongoing, pre-scheduled staff training periods are essential to provide opportunity for the instructional staff to interact, to review instructional materials, to revise instructional designs and strategies and to provide input to other program components, particularly counseling, recruitment and administration.

Administration

While little mention has been made previously in this report of administrative concerns, several observations can be made.

1. Since the TUNE program was part of the College of Education's Adult/Continuing Education Graduate Program at Temple University, inevitable conflicts in priorities arose. The development of a graduate program concurrent with the TUNE project precipitated conflicting time and effort priorities between the directors of the two programs.
2. The director of TUNE and the director of the graduate program moved in the direction of better cooperation and coordination as the program year progressed.
3. The procedures used by a large university for hiring staff, ordering supplies and utilizing the internal personal and non-personal resources often require a great deal of time. These procedures frequently caused difficulties to the eager, budding TUNE project which had definite time restraints to prove itself.
4. The internal administration of TUNE, faced with many key objectives, moved to delegate appropriate authority to coordinators in the different program components.
5. Many internal administrative decisions had to be based on expediency due to conditions often beyond program control (lateness in the arrival of materials, lack of time to train staff, et cetera).

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Testing Results for TUNE Students
(Tests for Adult Basic Education Table)

GRADE COMPLETED	Tested Skills Levels (By Grade Score, i.e. 7.0 = 7th Grade) MATH	READING	LANGUAGE ARTS
9th	7.4	6.2	6.5
10th	7.5	7.7	7.1
11th	7.2	7.4	7.1
12th	6.6	5.8	6.2

Modification Priorities

Throughout the initial program year, constant modifications were required in all aspects of the program. Various staffing patterns were attempted, revised, then tried again. The instructional system especially required frequent revision to establish a flexible, yet receptive means for the intake and processing of students. The counseling component had to constantly expand its capabilities for the student and toward additional service agencies needed to meet student needs. After initial personal recruitment proved successful, the recruitment component shifted its emphasis to retention and follow up.

With the first year's experiences in the past, several priority areas of needed modification are being effected. These are:

1. As it establishes itself in the community and at Temple University, TUNE must develop easier and more effective routes to tapping resources available in the community and the university.
2. Flow of students into the program will be modified to accommodate the greatest number of students at a time convenient to the student and to the ongoing instructional process. Students will move into classroom instruction only at the beginning of each six-week cycle.
3. The follow-up plans initiated during the first program year will include responsibilities shared by all members of the TUNE team. In this manner, the many difficulties and problems of the students

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which work against progres toward the GED can be identified and corrected

4. Student file maintenance, a function of the counseling component, will be simplified to allow the counselors more time for their primary responsibility—the counseling of students.
5. The counseling staff must be provided with time to keep abreast of developments in their field outside the program. The elimination of some services, the addition of others, changes in regulations and availability of services make this a formidable task.
6. Administrative arrangements will be made to allow for easier access of students from the instructional process to the counseling process.
7. The expansion of study subjects for disadvantaged adult students will be effected to accommodate a range of learner styles. The utilization of Temple University undergraduate and graduate students and community volunteers will make tutorials and special interest small group activity a greater reality than it has been previously.
8. Advisory committees drawn from the university and the community will be utilized to lend assistance and guidance to all program components.

Summary

As a demonstration project of the Division of Adult Education programs, U.S. Office of Education, TUNE has taken a significant stride in

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providing opportunities to inner city disadvantaged adults in Philadelphia to better themselves personally, socially and economically.

The various components of the TUNE approach (recruitment, instructional design and counseling) are not fully refined and implemented. But, the potential of the staff and the design of the project contribute greatly to the expectation that more inner city adults will be given opportunities for personal, familial and civic growth. Growth in these areas can lead to a higher quality of life for all concerned and a greater degree of satisfaction on the part of the TUNE team, the residents of Philadelphia and the sponsoring institution, Temple University.

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Interagency Linkages

Bureau of Vocational Rehabilitation
Philadelphia Community College
Community Legal Services
Department of Public Assistance
Diagnostic and Rehabilitation Center
Dobbins Vocational Technical High School
Health Center 415 W. Girard Ave
James Martin Trade School
Kensington Hospital Podiatry Department
Lankenau Hospital
John F. Kennedy Training Center
Model Cities
New Horizons Program, Philadelphia Board of Education
Opportunities Industrialization Center
Temple University Outreach Program
Philco-Ford Training Program
Pennsylvania College of Optometry
Philadelphia Center for Health Careers
Pennsylvania State Employment Service
Small Business Administration
Standard Evening High School, Philadelphia Board of Education
Temple University, Center for the Administration of Justice
Temple University Child Care Program
Temple University, Community Counseling Clinic
Temple University, Court Reporting Program
Temple University Hospital Dental Clinic
Temple University New Career Ladders in Social Welfare
Temple University Special Recruitment and Admissions Program
GED Testing Center
Temple University VETS Program
Urban League Skills Bank
Welfare Rights Organization
Wills Eye Hospital

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Text Sources for TUNE Classroom Materials

Rapid High School Equivalency (GED) Program. New Careers Inc. New Brunswick N.J.

High School Equivalency Book 1—Reading Comprehension. Learning Technology Inc. Albany, N.Y.

High School Equivalency Book 2—Correctness and Effectiveness of Expression. Learning Technology Inc. Albany, N.Y.

High School Equivalency Book 3—Mathematics (Part 1). Learning Technology Inc. Albany, N.Y.

High School Equivalency Book 4—Mathematics (Part 2). Learning Technology Inc. Albany, N.Y.

English II by Clyde E. Weinhold. Holt Basic Education Intermediate Series. Holt Rinehart and Winston Inc. N.Y. N.Y.

English III by Clarence W. Wachner. Holt Basic Education Advanced Series. Holt Rinehart and Winston Inc. N.Y., N.Y.

Arithmetic by Edward W. Bryce. Holt Basic Education Intermediate Series. Holt Rinehart and Winston Inc. N.Y., N.Y.

Preparing Instructional Objectives by Robert F. Mager. Fearon Publishers. Lear Sigler Inc. Belmont, Calif.

Introduction to English. Preliminary Study to Prepare for the High School Equivalency Examination in Correctness and Effectiveness of Expression. Cambridge Book Co. N.Y. N.Y.

Preparation for the High School Equivalency Examination (GED). Cowles/Regnery Series. Cowles Book Co., Inc. Chicago, Ill.

New Modern Reading Skilltext Series—Book 1. Charles E. Merrill Publishing Co. Columbus, Ohio.

New Modern Reading Skilltext Series—Book 2. Charles E. Merrill Publishing Co. Columbus, Ohio.

New Modern Reading Skilltext Series—Book 3. Charles E. Merrill Publishing Co. Columbus, Ohio.

New Modern Reading Skilltext Series—Teacher's Edition—Book 1. Charles E. Merrill Publishing Co. Columbus, Ohio.

New Modern Reading Skilltext Series—Teacher's Edition—Book 2. Charles E. Merrill Publishing Co. Columbus, Ohio.

New Modern Reading Skilltext Series—Teacher's Edition—Book 3. Charles E. Merrill Publishing Co. Columbus, Ohio.

Individualizing Mathematics Series: Skills and Patterns. Mainstream Phases 1: Angles, Measurement and Measures. Addison-Wesley Publishing Co. Inc. Menlo Park, Calif.

Individual Mathematics Series: Skills and Patterns. Mainstream Phases 2: Metric Geometry, Linear Area and Volume Measure. Addison-Wesley, Publishing Co. Inc. Menlo Park, Calif.

Math Learning Center. Preparing for Algebra. Encyclopedia Britannica Educational Corp. Chicago, Ill.

Math Learning Center. Ratios and Proportions. Encyclopedia Britannica Educational Corp. Chicago, Ill.

Math Learning Center. Introduction to Verbal Problems in Algebra. Encyclopedia Britannica Educational Corp. Chicago, Ill.

Math Learning Center. Modern Algebra. Encyclopedia Britannica Educational Corp. Chicago, Ill.

High School Equivalency Prep Program. Program for Achievement in Reading, Inc. Providence, Rhode Island.

Encyclopedia of Careers and Vocational Counseling. Planning Your Career. Hopke, ed. in chief. Doubleday & Co. N.Y. N.Y.

Encyclopedia of Careers and Vocational Counseling. Careers and Occupations. Hopke, ed. in chief, rev. 1972 edition. Doubleday & Co. N.Y. N.Y.

Careers Kit. Houghton Mifflin Publishing Co. Atlanta, Ga.

Clerical Office Typing. T36. South-Western Publishing Co. Warminster, Pa.

Basic Typewriter Operations: Principles and Problems. T101. South-Western Publishing Co. Warminster, Pa.

Typing Power Drills. McGraw-Hill Book Co. Hightstown, N.J.

Typing 300. Volume 1. McGraw-Hill Book Co. Hightstown, N.J.

Typing Mailable Letters. McGraw-Hill Book Co. Hightstown, N.J.

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